**Lesson Plan Format-2**

**Teacher Candidate \_Christopher Millard\_ Grade Level\_6\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**-6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

**6SS3.b: Identify the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the**

**significance of the invention of the ideas of citizenship.**

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**-Students have some prior knowledge of theocracy, monarchy, and democracy. Students have knowledge on Solon, Cleisthenes, and Pericles.**

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**- Students will be able to compare/contrast democracy, tyranny, oligarchy, and monarchy.**

**- Students will be able to describe who were eligible to vote.**

**- Students will be able to describe citizenship.**

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

- Graphic organizer (Venn diagram) comparing democracy, tyranny, oligarchy, and monarchy.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**- PowerPoint, Internet, textbook, pen/pencil/, Venn Diagram, dictionary**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Model exercise**

**Scaffold informational text**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Model by comparing/contrasting theocracy and monarchy on SmartBoard using Venn diagram. Ask the students if they can name some characteristics of either form of government and where does it belong on the Venn diagram**

**Show PowerPoint overview of democracy in Ancient Greece. Watch video on Athenian Democracy.** [**https://www.youtube.com/watch?v=vvnTx80yhIg**](https://www.youtube.com/watch?v=vvnTx80yhIg)

**Hand out Venn diagram and group class into 6 groups. Assign each group two forms of government (democracy and tyranny, democracy and oligarchy, etc…) to show the logical relationships of their two forms of government. Assist with Scaffold from prior knowledge of theocracy and commonalities with monarchy.**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**6 groups (3-5 in each group) will be given two forms of government. Students will research the different forms of government and fill out their Venn diagrams from primary sources.**

**Democracy-** [**http://www.agathe.gr/democracy/the\_athenian\_aristocracy.html**](http://www.agathe.gr/democracy/the_athenian_aristocracy.html)

**Tyranny-** [**http://www.fordham.edu/Halsall/ancient/650tyranny.asp**](http://www.fordham.edu/Halsall/ancient/650tyranny.asp)

**Oligarchy-** [**http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0009%3Achapter%3D12%3Asection%3D1%3Asubsection%3D17**](http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0009%3Achapter%3D12%3Asection%3D1%3Asubsection%3D17)

**Monarchy-** [**http://ezproxy.library.uvic.ca/login?url=http://www.oceanalaw.com/gateway/gateway.asp?ID=31&SessionID={6F2C5839-163B-4C85-B75B-B21A7CE35C18}**](http://ezproxy.library.uvic.ca/login?url=http://www.oceanalaw.com/gateway/gateway.asp?ID=31&SessionID=%7b6F2C5839-163B-4C85-B75B-B21A7CE35C18%7d)

**When all students are complete, I will project a 4 circle Venn diagram to incorporate the four forms of government. I will have each member from each group fill in one relationship on the Venn diagram. All other students will fill out their 4 circle Venn diagram.**

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**To close the lesson, I will ask students what form of government would work the best if it was in our classroom.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Bobby | Diagnosed ADHD from IEP. Issues with focusing. | Group with more focused students. Prompt as needed.  Allow Para to assist. |
| Steve | Physical disability. Writing arm in sling. | Group with larger group. Allow Steve to do research/present. |
| Yuki | ELL. Speaks very poor English. Progressing with pocket translator. | Use/Model Venn diagram. Word wall. Repeat directions. Group with highly developed bilingual students. Use pocket translator. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?